



BEACON COLLEGE

Transition Center

COLLEGE MATCH SCALE

This match tool is used to help understand and evaluate the accommodations and programs that will be needed at the college level. For each Target Area, identify the level of support from Standard to Comprehensive, and then consider college programs that meet the specific criteria you've identified. When reviewing or visiting colleges, compare their resources to the items you've identified in this list.

Do they meet the criteria for your success?

Target Area	Level 1 <i>Standard</i>	Level 2 <i>Supplementary</i>	Level 3 <i>Moderate</i>	Level 4 <i>Comprehensive</i>
		All needs from Level 1 PLUS	All needs from previous Levels PLUS	All needs from previous Levels PLUS
Depth of Academic Services	<ul style="list-style-type: none"> Accommodations Provided Academic Centers for Writing and Math Peer-Based Tutoring (Introductory Courses) 	<ul style="list-style-type: none"> Peer-Based or Professional Academic Coaching (Self-Scheduled) Robust Academic Centers (Foreign Language, Science, Business) Campus Workshops for Study Strategies 	<ul style="list-style-type: none"> Academic Support Programs (at-cost) Weekly Academic Support by Professionals Easier Referrals to Support Service Providers 	<ul style="list-style-type: none"> Comprehensive Support Program (Academic, Social, Residential) Individual and group-based support by professionals Professional Monitoring of Academic Performance Support Program Classes (1st Year Only) Reduced Course Load
Accessibility of Accommodations	<ul style="list-style-type: none"> Students Engage in Accommodation Process Independently Students Request Use of Accommodations Every Time of Need Third-Party Agencies Used for Assistive Technology & Audiobooks Students Re-Request Accommodations Each Year 	<ul style="list-style-type: none"> Check-Ins Provided with Office of Disability & Student Centralized System Used for Requesting & Accessing Accommodations 	<ul style="list-style-type: none"> Students Work with Support Program to Set-Up Accommodations Students Receive Assistance in Scripting Conversations About How To Self-Disclose to Professors & Staff 	<ul style="list-style-type: none"> Program Works with Students Prior to Entrance to Ensure Documentation & Paperwork Is Completed Program Works in Tandem with Disability Office Program Prompts Students to Set-Up Accommodations
Availability of Academic Support	<ul style="list-style-type: none"> Services Available During academic hours (9:00 – 4:00) Office of Disability Services Works to Ensure Accommodations Students Must Self-Advocate & Schedule All Other Supports 	<ul style="list-style-type: none"> Resources Available During Academic Day and Some Nights Students May Receive Referrals to Services By Staff Additional Support Offered Through Group-Based Workshops 	<ul style="list-style-type: none"> Students Receive a Standing Appointment With Professional Drop-In Hours Are Available for Students to Meet With Professionals if Part of Learning Support Program 	<ul style="list-style-type: none"> Program & Support in One Centralized Location Additional Individual Attention to Help With Work Production Receives Standing Appointments, Often Twice-Per-Week Structured Study Support Provided
Mental Health Services	<ul style="list-style-type: none"> Primarily Emergency-Based Counseling Limited Number of Sessions Per Semester (4-6) Students Seek External Support for Consistent Needs 	<ul style="list-style-type: none"> Students Can Sign-Up For Individual or Group Counseling Limited Number of Sessions For Individual Counseling (6-8) Unlimited Access to Group Therapy Campus-Based Services for Clinical Emergencies 	<ul style="list-style-type: none"> Mental Health Center is Well-Staffed With Limited Individual Counseling (8-10 Sessions) Group Counseling Provided & Is Well Attended College Has Relationship With Outside Providers for Significant Mental Health Needs & Medication 	<ul style="list-style-type: none"> Comprehensive Programs Have Consistent Weekly Meetings College Provides Counseling For Students (8-10 Sessions) Consulting Psychologists or Psychiatrists Available Medication Management Program Offered
Student Life & Campus Connectedness	<ul style="list-style-type: none"> Standard Orientation Events Campus-Wide Social Events Based on Greek Life, Sports, or Student-Led Interests Students May Go Home on Weekends, Limiting Options for Residential Students 	<ul style="list-style-type: none"> Ongoing Programming for First Year Students In Dorm or In First-Year Experience Course Residential Programming Focuses on First Year Experience & Events Take Place To Encourage Socialization Most Students Stay On Campus on Weekends 	<ul style="list-style-type: none"> Optional Summer Program for New Students Students Can Work with Peer Mentors or Campus Leaders After Orientation to help with the continued. 	<ul style="list-style-type: none"> Early Orientation for Students in Program or with Diagnosed Learning Differences Students Participate in Scheduled Activities Within the Comprehensive Program Students Work With a Peer Mentor

10 QUESTIONS TO ASK WHEN VISITING COLLEGES:

1. What is the retention rate for students with learning disabilities?
2. What are the four- and six-year graduation rates for students with learning disabilities?
3. What are the career or graduate school outcomes for students with learning disabilities?
4. Do students have access to a professional learning specialist or academic coach?
5. Can a student set-up consistent, scheduled appointments with professionals such as a learning specialist or academic coach?
6. If your college has a Learning Center, how does it work with the Office of Disability Services?
7. How does the college's Office of Disability Services help students monitor the efficacy of the accommodations they receive?
8. How do students implement specific accommodations such as separate testing, note-taking support, or receive access to assistive technology?
9. How does professional support differ within each year of college?
10. How does the college focus on the inclusion and emotional well-being of students with learning differences?